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ABSTRACT

This course of instruction, intended as an elective course for grades 10 through 12, is one of a series of curriculum guides revised to fit the quinmester administrative organization of schools. The principal goals of the course are to: 1) motivate students, soon able to vote, toward participation in the American political process; and, 2) teach them understanding of the workings of the American political process. The guide is arranged into four sections. Section 1 lists eight goals for the course. Section 2 outlines course content and includes units on politics, citizens, the political party system, the structure and functions of political parties, the convention, campaign, elections, citizens roles, and evaluation of the American political party system. Section 3 lists objectives and learning activities for each unit, requiring student participation. Section 4 provides a bibliography of resource materials dating from 1955 through 1971, the majority of which are recent materials, for students and teachers. Related documents are SO 002 208 through SO 002 718. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

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DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

POLITICS AND YOU

by

Rose Marie Coe

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

LANGUAGE ARTS QUINMESTER COURSE OF STUDY

CRITICAL THINKING

5113.26
5114.26
5115.26
5116.26
5187.04

Written by Sharleen Mathews and Bonnie Sipe

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

"Personal merit is the standard
for which a citizen is distinguished...
We regard a man who takes no interest
in public affairs, not as one who minds
his own business, but as one who is good
for nothing."

Pericles

COURSE DESCRIPTION: A STUDY OF THE RELATIONSHIP BETWEEN THE CITIZEN AND POLITICAL PARTIES WHICH INCLUDES AMERICAN POLITICAL PARTIES AND THEIR ROLES IN SHAPING THE GOVERNMENT: PARTY PLATFORMS; THE ADVANTAGES AND DISADVANTAGES OF OUR TWO-PARTY SYSTEM; POLITICAL ETHICS; SUCH FUNCTIONS AS ACQUIRING CITIZENSHIP, VOTING PROCEDURES, AND PARTICIPATING IN CAMPAIGNS; AND THE EXAMINATION OF POLITICAL TRENDS.

CLUSTER:
GRADE LEVEL: 10-12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: Considering that 18 year-olds are able to vote, at least in Federal elections, it is more important than ever that students understand the workings of the American political system from a realistic as well as an idealistic standpoint. The principal goals of this course are not only for students to become more knowledgeable but to help them attain a deep desire to actively participate in the American political processes.

COURSE GOALS:

1. THE STUDENT WILL DISCOVER THAT EACH CITIZEN IS HIS OWN POLITICIAN AND HAS A ROLE TO PLAY IN THE AMERICAN POLITICAL SYSTEM.

2. THE STUDENT WILL EXAMINE WHO IS AND HOW ONE BECOMES A CITIZEN OF THE U.S.A.

3. THE STUDENT WILL DISCOVER WHY OUR POLITICAL PARTY SYSTEM DEVELOPED.

4. THE STUDENT WILL DESCRIBE THE MAKEUP AND INFLUENCE OF OUR POLITICAL PARTY SYSTEM.

5. THE STUDENT WILL DESCRIBE AND EVALUATE THE OPERATION OF THE AMERICAN POLITICAL PARTY SYSTEM.

6. THE STUDENT WILL DISCOVER AND EVALUATE THE ROLE OF INTEREST AND PRESSURE GROUPS.

7. THE STUDENT WILL DEMONSTRATE A WILLINGNESS TO ACTIVELY PARTICIPATE IN AMERICAN POLITICAL PROCESSES.

8. THE STUDENT WILL EVALUATE CURRENT POLITICAL TRENDS AND PREDICT THEIR FUTURE.

COURSE CONTENT OUTLINE:

I. Politics

- A. Society as a political system
- B. Definition
- C. The individual as a politician
- D. Politicians and the public
- E. Politicians and other politicians
  1. Ethics
  2. Loyalty
  3. Party discipline

II. Citizens

- A. Qualifications
- B. Duties and rights
- C. Status of non-citizens
- D. The "ideal" citizen

III. The Political Party System

- A. Definition
- B. Attitudes of the Founding Fathers
  1. Evils of political parties
  2. Political parties and their development
- C. The Political parties in American history
  1. Major parties
  2. Third parties
  3. Common characteristics
  4. Support groups
- D. Influence on the American government
- E. Advantages and disadvantages of the two-party system
  1. Tradition
  2. Third parties

IV. The Structure and Functions of the Political Parties

- A. Permanent formal structure
  1. Individual member
  2. Precinct
  3. City or county committee
  4. State committee
  5. National committee
  6. Party rules
- B. Functions
  1. Educate and influence voters
  2. Choose party leaders
  3. Communicate with all parts of the country
  4. Maintain party spirit
  5. Conduct discussions
  6. Contest elections, nominations, delegations, etc.
  7. Establish political clubs
  8. Serve as appointees
  9. Recommend appointees
  10. Recommend recipients of public contracts
  11. Propagandize
  12. Support a candidate
  13. Send delegates to conventions
  14. Nominate candidates
  15. Raise monies
- C. The party leaders
- D. The party member
  1. Qualifications
  2. Membership in each party

V. The Convention

- A. Historical development
- B. Delegates
- C. Candidates
  1. Primaries
  2. Runoff primaries
- D. Sites
- E. Platform

COURSE CONTENT OUTLINE (cont)

VI. The Campaign

- A. The candidate's role
- B. The party's role
- C. The individual citizen's role

VII. Elections

- A. When
- B. Where
- C. Supervision
- D. Ballots
- E. Qualifications for voting
- F. "Getting out" the vote
- G. Influence of natural factors
- H. End of campaign

VIII. Other Roles the Citizen Plays

A. Organized roles

1. Informal representation of an organization
2. Lobbying
3. Legislative hearings
4. Interest group
5. Pressure group
6. Civic club
7. Fraternal club
8. Labor union
9. Service club

B. Informal roles

1. Expr[illegible]n of approval o[illegible] sprov[illegible]
2. [illegible]

3. Exchange of views
4. Public forums/debates
5. Survey voting records
6. Register to vote
7. Help others to register
8. Volunteer to become a party worker
9. Communicate with news media
10. Attend money-raising or unifying activities
11. Exert public opinion
12. Dissent

IX. Evaluation of the American Political Party System and the Role of the Individual

- A. Current trends
- B. Desired changes
- C. Desired traditions

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GOAL: THE STUDENT WILL DISCOVER THAT EACH CITIZEN IS A POLITICIAN AND HAS A ROLE TO PLAY IN AMERICAN POLITICS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
POLITICS INVOLVES EACH CITIZEN ON A FORMAL OR AN INFORMAL LEVEL, A PERSONAL OR IMPERSONAL BASIS, OR IN THE STRICTLY "POLITICAL" ARENA.	A. Recognize that each person is somewhat involved in politics.	1. Introduce the course by discussing the truism that wherever he is found man exists in a political society of some sort. In order to build upon or validate this truism in the students' minds ask them when and how they have been involved in politics, their friends, their parents. Some will say they never have been involved. This is an opportune time to introduce the definition of politics starting with the simplest to the most complex. 2. Have each student list in order of priority the ten topics he wishes to study in this course and twenty specifics he would like to learn from the course. Give them some examples to stimulate their response. 3. Have each student fill out a prepared survey to ascertain their political attitudes, desired political party affiliations, most admired American political leaders, etc. Develop the survey in such a way that it will be useful as a culminating activity to indicate any changes on the part of the student. 4. Define politics in as many ways as possible, i.e. classical definitions and the "everyday" definitions. On political theory bring in the views of such people as Plato, Aristotle, Bentham, Machiavelli, etc. to show how the concepts of politics and the purposes of politics have grown and changed over the centuries. Emphasize those views which are apparent in American politics. Jenkin's <u>The Study of Political Theory</u> would be especially useful to the teacher. See also, McDonald, <u>The Study of Political Parties</u>.

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Note to teacher:
Resources and resource people may be contacted through local party organizations and the League of Women Voters.

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FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. Analyze an individual as his own politician, the relationship of an individual to a politician, and the relationship of a politician to a politician	1. Discuss: a. How an individual promotes his own political well-being in our society b. How social economic and religious relationships may have political linkages c. How the politician in (or out of) office is constantly concerned with what the public is thinking, wants or is likely to reject or accept in the future and how in return the individual lets the politician know his feelings (to be studied in more detail later). d. How the relationships among politicians rest upon various intangibles, such as loyalty, ethics, trust, understanding, and the idea of give and take. 2. Assign a student to review the disciplinary action taken by the House against Rep. Adam Clayton Powell. Then read Powell et al. v. McCormack and appraise the episode. There are many other cases which could be investigated.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHO IS AND HOW DOES ONE BECOME A CITIZEN OF THE USA?	A. List the qualifications one must meet to become a citizen.	1. The students could be assigned to find the qualifications in an almanac, or one could be assigned to write a letter of inquiry to the State Dept., Justice Dept. or the Immigration & Naturalization Service. A group of students could be assigned to attend a session of a nearby court when aliens are being naturalized and report to the class about the specific procedures. 2. The following questions are suggested for ensuing discussion: a. What is a citizen? b. Under what circumstances is one a natural citizen? c. How does an immigrant become a citizen? d. What are the current laws with regard to immigration and naturalization? Book report on Boggess, Journey to Citizenship by a student. e. How might one lose his citizenship and what are the applicable laws? Refer to Afroyim v. Rusk. f. Can a citizen give up his citizenship status voluntarily? g. What are the rights and duties of an immigrant while in the process of becoming a citizen?
	B. Describe the political rights and duties of an American citizen.	1. Show the filmstrip, Rights and Duties of a Citizen. Note: Do not get involved too much in this topic, discuss mostly from involvement of the citizen in voting, etc. 2. Distinguish between rights and duties. Have students suggest examples of each.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. Describe the status of a non-citizen.	Discussion could be centered on defectors and their status, i.e. the problem of the Lithuanian who jumped ship off the New England coast, sought asylum on an American ship and was denied protection, (1971) or the case of the Germans who jumped ship off the coast of Florida and were granted asylum, (1971) or the case of the Hungarian refugees (1956) and the Cuban refugees (1960-) a. Who are the various non-citizens living in the US? b. What are the laws which apply to them? c. Under what circumstances may aliens be deported?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE "IDEAL" CITIZEN	D. Propose a description of an ideal citizen of the USA.	1. Introduce the concept of an "ideal" citizen by showing the films, Are You a Good Citizen and Citizenship in Action. 2. Then have the class divide into three groups for the purpose of writing a description of an "ideal" citizen. a. Group I - write their description of the "ideal" citizen from the point of view of one who was a natural-born citizen. b. Group II - write their description of the "ideal" citizen from the point of view of a refugee - Cuban, Hungarian, etc. c. Group III - write their description of the "ideal" citizen from the point of view of an immigrant. Encourage them to choose immigrants from various parts of the world. There may be some interesting variations of interpretations and descriptions brought out in these papers which will serve as beneficial discussion topics. Have the students present their papers to the class, then discuss the variations, and degrees of idealism that were presented and apply through their own general knowledge how many citizens do not meet the "ideals" presented in their papers. The obvious conclusion would be a discussion on how the students can strive to be an ideal citizen and how they might help others achieve the same. Save their papers and make note of the conclusions reached in this discussion so that at the end of the course the students can evaluate their own ideas and conclusions in a realistic manner after considering what they learned from the course. 3. An interested student could carry this further and interview several citizens using the descriptions and ideas from the papers. Refer the student to Riker, The Study of Local Politics on conducting and formulating interviews.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. To help them develop into an active political citizen assign students to write one letter per week to a Congressman, newspaper editor, etc. on a current political issue. 5. Assign each student to make a political dictionary for the entire 9 weeks. Encourage the student to make entries each day and to use the terms in reports, discussions and research. A concluding exercise (perhaps a part of the final evaluation) could be a terminology tournament or college bowl type of competitive contest. 6. Suggest that they become active members of the Young Democrats or Young Republicans, if at all possible.

GOAL: THE STUDENT WILL DISCOVER WHY OUR POLITICAL PARTY SYSTEM DEVELOPED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THERE ARE SEVERAL VARIATIONS IN DEFINING OR CITING THE COMPONENTS OF A POLITICAL PARTY.	A. List and define the components which make up a political party.	1. Assign students to check various dictionaries of political science, political science books, and other available sources for a definition and the components or factors which make up a political party. As the students report to the class the teacher might record and coordinate the information so that the students may record it in their notebooks for use throughout the term. Conclude this assignment by determining if those groups who say they are political parties fulfill the above descriptions. See McDonald, <u>The Study of Political Parties</u>.
POLITICAL PARTIES WERE NOT PROVIDED FOR IN THE CONSTITUTION BUT DID EMERGE SOON.	B. Discover why our political parties developed in spite of the fact that the Founding Fathers did not provide for them.	1. If available introduce this topic by showing the filmstrip, <u>The Beginning of Political Parties</u>. 2. This topic might be discussed by considering the following question: Why did the Founding Fathers regard political parties, at their best, as necessary evils? Refer to Goldwin, <u>Political Parties, U.S.A</u>. Ch. 4, <u>The Federalist Papers</u>, (esp. #10) and Mill, <u>Politics and Progress</u>, Unit 1, "The Political Process." 3. Consider the following statements in order to fulfill the objective: a. One-party government is a mockery of democracy. b. "The democratic political process involves a continuing search for a majority, which is a search for consensus - and this search is the condition which ensures a concern for the interests and rights of minorities." (see Goldwin). Therefore political parties provide the common denominator in the demands of the above groups.

GOAL: THE STUDENT WILL DESCRIBE THE MAKEUP AND INFLUENCE OF OUR POLITICAL PARTY SYSTEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
A TWO-PARTY SYSTEM HAS BEEN CHARACTERISTIC OF THE AMERICAN POLITICAL SCENE.	A. Identify the characteristics of American political parties.	1. If the series is available this topic could be studied by viewing and discussing the filmstrips, Anatomy of U.S. Political Parties. If they are not available an American history or political science textbook usually has the information.
THIRD PARTIES HAVE PLAYED AN IMPORTANT ROLE IN OUR POLITICAL SYSTEM.		2. Have the students make a chronological chart of the development of the American political parties. Have the students place on their chart the names of the third parties as they emerged in the appropriate places and when they disappeared (if the information is readily available). Have students try to find similarities among the above parties.
AMERICAN POLITICAL PARTIES HAVE HAD CERTAIN CHARACTERISTICS AS A WHOLE.		3. Consider the following characteristics: a. Not highly ideological b. Heterogeneous membership c. Generally support and work through the American system d. Conglomerate membership with considerable internal variations. e. Party machinery, methods, etc. are similar f. Employ the spirit of compromise
EACH PARTY SEEKS TO ESTABLISH A SELECTED IMAGE OR IMAGES.		4. Consider the following breakdown: a. Democratic Support Groups 1. The Solid South 2. The working classes of the northern industrial cities 3. Ethnic minorities 4. Religious minorities 5. Racial minorities

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Note: Time will not allow going into depth in the history of the political parties.		b. Republican support groups 1. Businessmen and industrialists 2. Lower-middle-class small-businessmen 3. Small-town dwellers 4. Suburbia c. Third party support groups (select your own - historic or current) Rather than lecturing on the above get the students involved in research and have them verify or validate each of the above considerations. This would be an excellent way for them to learn to interpret statistics, maps, charts, graphs, etc. 5. Have a student or team devise from reports of the Bureau of the Census a comparison of population statistics for their state over the past two decades. Note especially the rural-urban distribution and racial characteristics. Determine, if possible, political implications of these changes for your state and parties.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Assign the students to listen to a radio or TV discussion program. Have them analyze the program and the participants' politics using information they have learned about the makings of political parties. This could very well be a weekly assignment with a different focus for analysis each time. 7. Students should now be able to begin to analyze comic strips, cartoons and possibly comic books with a political theme. These could make lively discussion topics and could be employed throughout the entire course. For example, Mad Magazine, "L'il Abner," etc. Note: Especially good for student use here and in following topics is Lubell, The Hidden Crisis in American Politics. 8. Assign a student to secure from the county clerk or registrar registration figures by party (if available) for the county, covering two or more years. 9. Have interested students interview a number of voters to ask why they are registered as they are. Collect data concerning their family tradition, economic status, and other characteristics to check the adequacy of their own explanation. 10. Have interested students seek out a number of persons presently or formerly affiliated with third parties and ask their explanation of their departure from major-party orthodoxy. 11. Have students read and discuss selections from Unit 1 in Mill's Politics and Progress, "The Political Process".

GOAL: THE STUDENT WILL DESCRIBE AND EVALUATE THE OPERATION OF THE AMERICAN POLITICAL PARTY SYSTEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
POLITICAL PARTIES HAVE HELPED SHAPE THE AMERICAN GOVERNMENT.	A. Identify the ways in which political parties have helped shape the American government.	1. Consider for a topic of discussion "...governmental (here formal constitutional) factors are partially responsible for the manner in which parties are structured. So government causes the form of the party; party causes the form of government." (Goldwin p. 104) 2. A student debate might be arranged: The political parties have shaped the American government more than the American government has shaped the political parties. 3. If a class set is available have the students read Grodzins, "Party and Government in the United States" in Goldwin (ed.) Political Parties U.S.A. Also McDonald, The Study of Political Parties Ch. 5 "Party Influence on Officialdom".
THERE ARE DEFINITE DISADVANTAGES AND ADVANTAGES TO THE TWO-PARTY SYSTEM.	B. Identify and evaluate the disadvantages and advantages of the two-party system.	1. If a class set is available assign the students to read Banfield "In Defense of the American Party System," Berns, "Reform of the American Party System," and Hardin, "Emergent Defects in the American Constitutional System" in Goldwin, Political Parties, U.S.A. 2. View the filmstrip, Parties, Politics, and Problems and discuss. 3. A student debate might be arranged: There are more advantages to a two-party system than to a one-party or multi-party system.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
21 THIRD PARTIES HAVE PLAYED THE ROLE OF INNOVATORS OF POLICY, NOT HOLDERS OF OFFICE.		4. Or develop a debate or panel discussion: The American party system is no longer adequate to the challenges facing the American political system. A new third party or a drastic realignment of parties into more definite ideologies is needed to solve the problem. 5. The more capable and interested students could make case studies of a third party and its influence on the two parties. Most students would probably be interested in the more current ones and the more controversial ones, such as: a. The Dixiecrat Party b. The Communist Party c. The Socialist Party d. The New Party e. The American Independent Party 6. The following questions might also be discussed: a. In what sense is it true to say there is no fundamental difference between Democrats and Republicans? b. What can happen if the two parties are unable to mediate controversial issues? c. Why is it difficult for a third party to gain support in the U.S.? Why has a two-party system been traditional? d. What are the alternatives to a party system? 7. Interested students could create comic strips or cartoons to depict come of the issues mentioned above.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PARTY ORGANIZATION CONSISTS OF A PERMANENT STRUCTURE OR HIERARCHY.	C. Describe the formal structure of the party organization.	1. Have each student make a diagram of the hierarchy of the two major parties' organization from the local to the nacional level. Have the students associate the names of people with specific offices - at least the top 3 or 5 on each level. More may be desired on the local level. 2. If time is of essence a teacher could prepare the diagram of the hierarchy on a transparency and promote a class discussion while it is being reviewed with the students. Students might be assigned to write to party headquarters on each level to obtain the names of the people in each major office. Then they could give the information to the teacher or the class. 3. Have an interested student or students become involved with the local or county committee of a political party. Develop a report on its organization, methods of operation, ideological orientations, and the background and views of the leaders of the committee. How do the findings about the local party situation compare with national patterns?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EACH POLITICAL PARTY PERFORMS CERTAIN FUNCTIONS FOR AND WITHIN THE AMERICAN POLITICAL SYSTEM.	D. Describe and evaluate the functions of a political party.	1. First, one could list on the chalkboard or on overhead projector the functions of a political party. (See outline) Or more capable students could be assigned to research them. Some political science texrbooks have lists included, such as Ferguson & McHenry, Elements of American Government. 2. If a class set is available assign each student to read Loeb, Plunging Into Politics before they go into depth with party functions. It may also serve as a good source for strategy, etc. 3. Each of these functions could be demonstrated by a student or if desirable a group of students with an authenticated basis, i.e. using for example the election of the President, 1960, 1964, or 1968 (the class would have to agree on which one they were to use) describe and evaluate each function as it would be used in that election year. Each function can be related to either one of these elections. Also, in conducting the class in this way the next four or five concepts would be included. a. Consider the election of 1960 because of: 1. Availability of resources, audio-visual materials 2. High interest to the student 3. Recent evaluations by political scientists b. Consider the election of 1968 because of: 1. Relevancy to current issues 2. Use of Periodicals & newspapers 3. Students can do their own evaluating 4. Many of them will be voters in the next election 5. Many of them can be actively involved in the campaign and election process, if it is an election year.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Have the class study a daily newspaper for a period of time. List the 10-15 major problems being given consideration through public discussion. List them according to their scope, local, state, national, and international. Analyze with regard to what interest group is represented, what party line, what support group, etc. 5. Have an interested group of students buy an upstate newspaper and compare the coverage, editorials, etc. to the local newspaper. 6. Use the film, The Making of the President, 1960, the following books: White, The Making of the President, 1960 White, The Making of the President, 1964 White, The Making of the President, 1968 The New York Times Election Handbook, 1968 The Congressional Quarterly Service, Politics in America, 1945-1968 McGinnis, The Selling of the President Filmstrips, The Presidency and The Presidential Sweepstakes
EACH PARTY CHOOSES ITS CONDIDATES FINALLY AT A PARTY CONVENTION	E. Describe and evaluate the role of the party convention (national level indicated here)	1. Introduce the topic of political conventions by showing the filmstrip, Political Conventions. 2. If your students are making a case-study of an election-year (proposed above) have them present their report on the conventions of that year. If they are researching 1968, they could make a book report on Mailer, Miami and the Seige of Chicago in conjunction with their report.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Investigate how delegates to the conventions are chosen from the state of Florida. If time allows other states' methods may be brought in. Point out the problem of seating certain delegations, such as the one from Mississippi to the Democratic Convention in 1968. 4. A student could be assigned to interview the local party chairman and some of the "city fathers" on how a convention site is selected and the various problems involved. 5. Heterogeneity and party unity. (Simulation problem). Divide the class into two groups -- one to be the Democratic National Platform Committee and the other to be the Republican National Platform Committee. Sub-groups in the Democratic group could represent urban, labor, farming, civil rights, minority ethnic, and Southern segregationist interests. Sub-groups in the Republican group could represent Northern financial and industrial, farming, and Southern segregationist interests. Have each sub-group establish its party position. Using current issues such as urban renewal, farm subsidies, welfare reform, education, the draft, the Vietnam war, have each party group draft a party platform which will appeal to a broad enough spectrum of voters to win an election and at the same time preserve the party unity. After the platforms are completed, discuss with the groups the kinds of compromises they had to make, the kinds of issues they had to avoid, and the kinds of issues they could face head-on.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Conclude by reading each of the party's platforms and indicate the candidates who were selected. Evaluating the platform should come later. It would be pertinent to discuss the question, "Should the national party convention be abolished?"
THE SELECTED CANDIDATES THEN CAMPAIGN FOR THE UP-COMING ELECTION.	F. Discover and evaluate the relationships of the role of the candidate, the party, the party member and the individual in the ensuing campaign.	1. If the students are continuing their case-study, have them report on the campaign of his selected candidate. The following should be considered: a. In planning his grand strategy for his campaign, what factors did the candidate consider and emphasize? b. What major categories of campaign organization participated? c. What role did professional campaign management firms play in the campaign? d. How extensively were public opinion surveys used? e. How did the relatively new technological developments in transportation and communication affect the campaign? f. How much did the campaign cost? g. Who paid for the costs of the campaign? h. Is it true that the party or the candidate who spends the most money always wins? i. For what purposes were the largest amounts of money spent? j. How is spending regulated by law? k. Why is personal contact still considered important in campaigning? How were these made? l. How did the party hierarchy help the candidate? m. How did the party member help the candidate? n. How did the campaign affect the various support groups of the party's candidate? o. Were there clear-cut issues on which the individual could decide? p. Did the candidate reflect his party's image? q. How did one candidate relate to the other? (Emphasize the role of ethics)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. If a case study is not being pursued the above questions can be used for individual research and class discussions. 3. Conclude the study of campaigns by assigning all students to read Herzberg, A Student Guide to Campaign Politics, if a class set is available. This book could be used in a variety of ways. a. As a central basis for discussion of campaigns b. As a guide to be read before students participate in a campaign - during an election year this book is considered a "must" source for your class. c. As a guide for students who are participating in school politics. 4. If this is an election year arrange for a number of students to work two or three days a week for a candidate. 5. Assign the students to evaluate the power of persuasion of a politician appearing on T.V. Make a chart to include the standards and scale of ratings by which the evaluation will be made. Include such things as use of voice, use of gestures, enunciation, geographis appeal with vocabulary usage, organization of presentation, points made in the speech, etc. If the class becomes interested they could evaluate and compare several politicians over a 9-week period of time. 6. Assign the students to find examples, in campaign literature or in newspaper reports of political events of campaigns, of the seven propaganda techniques listed by the Institute for Propaganda Analyses after discussing them in class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Simulation problem: Marketing a candidate. Select the two or more most probable candidates who will be running for the presidency in the next election on the Democratic and Republican tickets. Divide ten members of the class into two groups, each of which will work as a campaign management firm for one of these candidates. Have the class as a whole describe each candidate's current public image--his personality, character, background, and views. Have each firm develop a plan for selling its candidate to the voters, using the candidate's background, critical election issues, and various propaganda and marketing techniques. Have each firm present its campaign to the whole class. Then have the class evaluate the relative honesty and effectiveness of the two campaigns.
'HE CITIZENS MAKE THEIR :HOICES ON ELECTION DAY. Note: As the students progress with their study of elections and voting procedures they may see other weaknesses or changes they would like to suggest. Make note of these for their final evaluation of our political system at the end of the course.	Describe and evaluate the role of the voter in American elections.	1. Introduce the topic of the citizen and the importance of his role as a voter by showing the filmstrip, <u>Personal Commitment: Where Do You Stand</u>? 2. Then assign the students to research the following questions or review with them through a teacher-presentation: a. When are elections traditionally held in the U.S.? and why on this particular day? 1. An interested student could compare our election day and voter turn-out with those of other countries. 2. An interested student might write an essay or prepare a speech advocating elections to be held on Sunday. 3. Discuss the time-span and restrictions, such as bars being closed, etc. b. Where are elections held? 1. Review the concept of precinct with them. 2. It would be desirable to have a map of Dade County showing its divisions.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have each student identify the precinct and exact place (as of last election) where he would vote if he were 18 years of age <u>and</u> registered. c. Who supervises and conducts the actual voting? 1. Introduce the term poll watcher, polls, etc. 2. Discuss the need for supervision, checking the registration book, checking the machines, preventing corruption, etc. 3. Emphasize the importance of the party worker. 4. Discuss the value of voting machines as opposed to marking ballots by hand, by color, etc. d. What kind of ballot is used and how does a candidate get his name on the ballot? 1. Discuss the long and short forms of ballots. 2. Discuss how candidates get on a ballot in Florida. (Interested students may do research and compare Florida's procedures to other states) 3. Discuss how a third party is entered on the ballot. e. Who can vote and how must one qualify? 1. Refer to the rights and duties of citizens discussed earlier in the course. 2. Other than being a registered voter what other qualifications or restrictions are there - bring out status of insane people, persons in jail, etc. 3. What are the necessary procedures and qualifications to become a registered voter? Establish age limit, residence requirements, citizen status, time limit before an election, etc. 4. What are the procedures for absentee balloting? Include in your discussion: American overseas, homebound citizens, citizens in hospitals, citizens in American territories, citizens in space, citizens who have fled to another country to avoid the draft, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		f. How do party workers and others help to "get out" the vote on election day? g. How do the weather and other "natural" factors influence the turn-out? h. When do the candidates cease their campaigning? Before or after election day? Any laws regarding this? 3. Follow the above discussions by viewing the film, The True Story of An Election if you think it apropos for your particular group. 4. Follow-up with their "true-stories" (if they are doing the case-studies on an election year) on their selected "Election Day, 1960" etc. They should relate as much of their report as necessary to the questions posed above in #2. In addition their studies should indicate items such as, number of people who voted, breakdown of the vote into selected categories, interesting incidents on that particular day, rezults of the vote, voting patterns, third parties, etc. 5. Conclude this topic with a discussion on how important a single voter is. This should naturally lead to a discussion and evaluation of the electoral college. The students may want to organize a debate and offer a plan to abolish or alter the electoral college.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. For individual assignments on this topic assign an interested student to: a. Tabulate the number of elections held in your state in a particular year. How much did this cost the taxpayer? b. Trace efforts in your community by the Junior Chamber of Commerce and other groups to "get out the vote." c. Examine local election returns to see if there is any evidence of a high incidence of non-voting by particular racial, ethnic, or economic minorities. d. Discern the effectiveness of the voting safeguards provided by the Voting Rights Act of 1965. 7. Have an especially capable and interested student write a research paper or present a class report on voter registration and behavior in your congressional district: include procedures for registration and possible inhibitors of registration; discussion of the history of the boundaries of your district and its socio-economic background; a comparison of potential registration and actual registration figures; an analysis of party policy positions and relative party strength in the district; and an evaluation of voter turnout as compared with statewide averages in representative elections.

GOAL: THE STUDENT WILL DISCOVER AND EVALUATE THE ROLE OF INTEREST AND PRESSURE GROUPS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
OTHER THAN THE INDIVIDUAL AND THE POLITICAL PARTY OTHER GROUPS PLAY AN IMPORTANT ROLE IN THE AMERICAN POLITICAL SYSTEM.	Identify and evaluate the role of interest groups and pressure groups in the American system.	1. Introduce this topic by showing the film, Pressure Groups. Then a student could give a report on the book by Dexter, How Organizations Are Represented in Washington. 2. Then those students making a case study of an election year could report on the interest and pressure groups which influenced the election that year, how it was done, and over what issues. 3. Then consider the various civic, fraternal, and service clubs that influence American politics as well as other less-organized groups. Procedure (#1 & 2) could be used here, also the various pacifist groups, the "hard hats," Kiwanis, women's groups, ecology groups, etc. 4. Assign a student to real United States v. Rumely and United States v. Harriss and report on the constitutionality of the lobbying portions of the 1946 act. 5. Assign a student to compile a list of the largest spenders for lobbying in Congress using The Congressional Quarterly as a source. 6. Assign a student to interview someone who has lobbied in Congress or a state legislature and compile a list of the techniques he employed successfully.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Simulation problem. Polling: Develop with the students the elements required for reasonably valid opinion polling. Then take an anonymous poll of the political views of the class on a number of current controversial topics. Divide the class into four groups. Assign each group the job of selecting a representative sample of the class and determine their views on these same topics. Once all groups have completed their polls, have each group explain its sampling procedures and results. This same exercise could be carried out with any other group/s of people. Refer to Chase, The Proper Study of Mankind as a handy source; use Ch. 17, "The Science of Polling" and Ch. 18, "Steps in Opinion Research."
		8. Have several students act as representatives of a local interest group in the community or in the school.

GOAL: THE STUDENT WILL DEMONSTRATE A WILLINGNESS TO ACTIVELY PARTICIPATE IN AMERICAN POLITICAL PROCESSES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE CITIZEN CAN EXERT CONSIDERABLE INFLUENCE AND PARTICIPATE IN MANY WAYS OUTSIDE THE FORMAL STRUCTURE OF A POLITICAL PARTY OR A GROUP.	A. Examine the role of the common citizen and propose ways in which he can participate more effectively in the American System.	1. After listing and evaluating (perhaps listing them in order of preference or priority by the class - see outline) the ways in which each citizen, the "ideal" citizen can participate more effectively and influentially assign each student to do everything listed (if at all possible, if he isn't 18 he can't register to vote, but he could be responsible for getting someone else registered and getting at least one other person, preferably an adult to do everything listed, if he has not already done so. This could very well be the culminating evaluation of a student's part in the course awarding so many points to each participating action, etc. 2. If class set is available assign students to read and discuss Oliver, Municipal Politics. Ideas gained from this pamphlet might prompt them to take part in some community action. 3. Return to the students their papers on an ideal citizen from earlier in the course. Have them read them and write another essay. This essay should verify their original thoughts or show how they have changed their thinking or concepts. Some may be more realistic and some may be even more idealistic, whatever the case, in the discussion following the reading of selected papers the students should show considerable enlightenment and individual potential as an"ideal" citizen.

GOAL: THE STUDENT WILL EVALUATE CURRENT POLITICAL TRENDS AND PREDICT THEIR FUTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NO POLITICAL SYSTEM IS PERFECT, BUT THAT ONE IS BEST IN WHICH THE CITIZEN EVALUATES AND SUGGESTS CHANGES AS A TRADITIONAL MODE OF OPERATION.	A. Evaluate and suggest changes if desired in the American political party system and the role of the individual and in doing so describe as well as predict the current and future trends in the system.	1. Preface the concluding activities by viewing the filmstrip, <u>The Seventies: Decade for Decision</u>. Ask - Somebody is going to have to make some very influential, very often controversial decisions--who will make them and how? 2. Consider the following topics and ensuing questions: a. Can a politician be ethical and successful at the same time? b. Are the American laws governing the acquisition of citizenship too complex? c. What impact upon American immigration policies can be expected from a world population "explosion"? d. Would it be an "ideal" situation to have "ideal" citizens? e. How can the political parties arouse further public interest and support? f. What is meant by party responsibility? Why is it difficult to achieve in the U.S.? g. What recommendations have been made to"reform" the American party system? Are these necessary? h. What are the alternatives to a party system? i. Are the parties responsive to the general membership's desires? j. What are the possibilities of party realignment? k. What prospects do parties present for the future? l. What roles have militant factions been able to play in the American system? What are the present trends? m. How effective have conventions been generally in performing their functions? n. What proposals have been made for reforming the convention method? o. Consider the winning party's platform (1960, 1964, 1968) and decide whether or not the President has followed and fulfilled the goals and promises made in the platform.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		p. What have been the most significant changes in campaigning the last 20 years? What are the good and bad points of these developments? q. What effect did Kennedy's and McCarthy's campaigns in 1968 have on American youth? r. What have been the recent proposed reforms with regard to the electoral college? s. Why is it so difficult to reform the electoral college? What impact would abolition of the electoral college have upon party organizations and roles? t. Should more people vote? u. What is the trend regarding citizen participation? v. Do citizens effectively use the many ways open to them to participate and influence the American system? Why or why not? Can this participation be improved? How?

3. As one of the culminating activities have the students fill out the same survey administered at the beginning of the course. After this is done have them compare the two and give reasons, either orally or written why changes if any appear in their answers.

4. Another culminating activity may be to return their papers on what they wanted to learn from the course and check it in some selected way to indicate whether or not they learned what they had originally designated.

5. Another culminating activity may be to have each student list all the ways in which he has been involved in politics during the last 9 weeks.

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

Hoopes, Roy. Getting With Politics: A Guide for Political Action for Young People. New York: Dell, 1969, (Paper).

Ribicoff, Abraham and Jon O. Newman. Politics: The American Way. Atlanta: Allyn and Bacon, Inc. 1969.

II. ALTERNATE STUDENT AND CLASS MATERIAL:

A. TEXTUAL

Brown, Michael. The Politics and Anti-Politics of the Young. Beverly Hills: The Glencoe Press, 1969.

Dexter, Lewis A. How Organizations Are Represented in Washington. New York: Bobbs-Merrill Co., Inc., 1969.

Goldwin, Robert A. (ed.). Political Parties, U.S.A. Chicago: Rand McNally and Co., 1964.

Herzberg, Donald G. and J. W. Peltason. A Student Guide to Campaign Politics. New York: McGraw-Hill Book Co., 1970.

Lubell, Samuel. The Hidden Crisis in American Politics. New York: W. W. Norton and Co., 1971.

Oliver, Donald and Fred M. Newmann. Municipal Politics. (Pamphlet). Middletown, Connecticut: Xerox Corp., 1970.

Rossiter, Clinton. Parties and Politics in America. A Signet Book. New York: Cornell University Press, 1960.

B. AUDIO-VISUAL

1. Films:

			Dade County #
Are You a Good Citizen?	10'	BW	EJS 1-00354
Citizen Makes a Decision, A	18'	BW	ST 1-10157
Citizen Participates, A	27'	BW	S 1-30034

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Citizenship in Action	28'	BW	T 1-30035
Making of the President, 1960, The Pt. I	45'	BW	S 1-40009
Making of the President, 1960, The Pt. II	40'	BW	S 1-40010
Pressure Groups	20'	BW	S 1-10167
Public Opinion	11'	BW	JS 1-00305
True Story of an Election, The Pt. I	30'	C	S 1-30037
True Story of an Election, The Pt. II	26'	C	S 1-30039
Voting Procedures	13'	BW	JS 1-10159

2. Filmstrips:

Anatomy of U. S. Political Parties. Guidance Associates, 1968. 4 filmstrips, 4 records, and guides.

Beginning of Political Parties, The. The Development of the American Republic Series. Society for Visual Education, 1964. 1 filmstrip, silent.

History of Dissent, The. New York Times, 1968. 1 filmstrip, 1 record, and guide.

Old Cities: New Politics. Olcott Forward, Inc. 2 filmstrips, 2 records, and guide.

Parties, Politics and Problems. American History Series. Young American Films, 1959. 1 filmstrip, silent.

Personal Commitment: Where Do You Stand? Guidance Associates, 1971. 2 filmstrips, 2 records, and guides.

Political Conventions. Guidance Associates, 1968. 2 filmstrips, 2 records, and guides.

Presidency, The. New York Times, 1969. 1 filmstrip, 1 record, and guide.

Presidential Sweepstakes, The. New York Times, 1968. 1 filmstrip, 1 record, and guide.

Rights and Duties of the Citizen, The. Man Learns to Govern Himself Series. Eye Gate, 1954. 1 filmstrip, 1 cassette, and guide.

Seventies: Decade for Decision, The. New York Times, 1970. 1 filmstrip, 1 record, and guide.

U. S. Government in Action Series. New York Times, 1969. 6 filmstrips, 6 records, and guides.

Democracy in Action. Bedford Hills, N.Y.: Museum Extension Service. 9 Resource [illegible]mstrips including "Political Parties", "The Ballot", and "Influencing the Voter".

III. SUPPLEMENTAL PUPIL RESOURCES:

Appleby, Paul H. Citizens as Sovereigns. Syracuse: Syracuse University Press, 1962.

Ball, Grant T. and Leo J. Rosch. Political Parties and Elections. Chicago: Follett Educational Corp., 1969.

_____. Politics, Citizenship, and Government. Follett Educational Corp., 1969.

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Boggess, Louise. Journey to Citizenship. New York: Funk and Wagnalls, 1967.

Congressional Quarterly Service. Politics in America, 1945-1968, 3rd ed. Washington, D. C.: Government Printing Office, 1969.

Crotty, William J. Donald Freeman, and Douglas S. Gatlin. Political Parties and Political Behavior. Boston: Allyn and Bacon, Ind., 1966.

Dawson, Richard E. and Kenneth Prewitt. Political Socialization. Boston: Little, Brown and Co., 1969.

Douglas, Paul H. In Our Time. New York: Harcourt, Brace and World, Inc., 1968.

Dunner, Joseph (ed.). Dictionary of Political Science. Totowa, New Jersey: Littlefield, Adams and Co., 1970.

Felknor, Bruce L. Dirty Politics. New York: W. W. Norton and Co., Inc., 1966.

Fildey, Harold (ed.). Ethical Issues in American Life. Nashville, Tennessee: Vanderbilt University, 1967.

Frankel, Charles. The Democratic Prospect. New York: Harper and Row Publishers, 1962.

Gardner, John W. No Easy Victories. New York: Harper and Row Publishers, 1968.

Handler, Edward (ed.). The American Political Experience: What is the Key? Lexington, Massachusetts: D. C. Heath and Co., 1968.

Lincoln Filene Center for Citizenship and Public Affairs. Practical Political Action: A Guide for Young Citizens. New York: Houghton Miffiin Co., 1962.

Litt, Edgar. Beyond Pluralism: Ethnic Politics in America. Glenview, Illinois: Scott, Foresman and Co., 1970.

Loeb, Marshall and William Safire. Plunging Into Politics: How To Become or Support a Candidate on the National, State or Local Level. New York: David McKay Co., Inc., 1964.

McDonald, Neil A. The Study of Political Parties. New York: Random House, 1955.

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McGinness, Joe. The Selling of the President. New York: Trident Press, 1969.

Mailer, Norman. Miami and the Seige of Chicago. New York: The World Publishing Co., 1968.

Michener, James A. Presidential Lottery: The Reckless Gamble in Our Electoral System. New York: Random House, 1969.

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O'Neill, William (ed.). American Society Since 1945. Chicago: Quadrangle Books, 1969.

Perry, James M. The New Politics: The Expanding Technology of Political Manipulation. New York: Clarkson N. Potter, Inc., 1968.

Tugwell, R. G. The Brains Trust. New York: The Viking Press, 1968.

Udall, Stewart. 1976 Agenda for Tomorrow. New York: Harcourt, Brace and World, Inc., 1968.

White, Theodore H. The Making of the President, 1960. New York: Atheneum, 1961.

_____. The Making of the President, 1964. New York: Atheneum, 1965.

_____. The Making of the President, 1968. New York: Atheneum, 1969.

Wyckoff, Gene. The Image Candidates: American Politics in the Age of Television. New York: The MacMillan Co., 1968.

IV. TEACHER RESOURCES:

Binkley, Wilfred E. American Political Parties: Their Natural History. 4th ed. New York: Alfred A. Knopf, 1963.

Burns, James MacGregor. The Deadlock of Democracy: Four-Party Politics in America. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

Chambers, William and Walter Burnham (eds.). The American Party Systems: Stages of Political Development. New York: Oxford University Press, 1967.

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Chase, Stuart. The Proper Study of Mankind. Rev. Ed. New York: Harper & Row Publishers, 1956.

Congressional Quarterly Service. Politics in America, 1945-1968. 3rd ed. Washington, D. C., 1969.

Cosman, Bernard and Robert J. Huckshorn (ed.). Republican Politics: The 1964 Campaign and Its Aftermath for the Party. New York: Frederick A. Praeger, 1968.

Cranston, Maurice and Sanford A. Lakoff (eds.) A Glossary of Political Ideas. New York: Basic Books, Inc., 1969.

Deakin, James. The Lobbyists. Washington, D.C.: Public Affairs Press, 1966.

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Ferguson, John H. and Dean McHenry. Elements of American Government. 9th ed. New York: McGraw-Hill Book Co., 1970.

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Gruber, Martin. Women in Politics. Oshkosh, Wisconsin: Academia Press, 1968.

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Holtzman, Abraham. Interest Groups and Lobbying. New York: The MacMillan Co., 1966.

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Porter, Kirk and Donald Johnson (comp.). National Party Platforms, 1840-1960. Urbana: University of Illinois Press, 1961.

Riker, William H. The Study of Local Politics. New York: Random House, 1959.

Safire, William. The New Language of Politics.

Sellars, Wilfrid and John Hospers (eds.). Readings in Ethical Theory. New York: Appleton-Century-Crofts, Inc. 1952.

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